



General Assembly

February Session, 2002

***Raised Bill No. 5496***

LCO No. 1622

Referred to Committee on Education

Introduced by:  
(ED)

***AN ACT CONCERNING EARLY CHILDHOOD EDUCATION.***

Be it enacted by the Senate and House of Representatives in General Assembly convened:

1 Section 1. Section 10-16o of the general statutes, as amended by  
2 section 10 of public act 01-1 of the June special session, is repealed and  
3 the following is substituted in lieu thereof (*Effective July 1, 2002*):

4 The state shall encourage the development of a network of school  
5 readiness programs pursuant to sections 10-16p to 10-16r, inclusive, as  
6 amended by this act, 10-16u and 17b-749a, as amended, in order to:

7 (1) Provide open access for children to quality programs that  
8 promote the health and safety of children and prepare them for formal  
9 schooling;

10 (2) Provide opportunities for parents to choose among affordable  
11 and accredited or approved programs;

12 (3) Encourage coordination and cooperation among programs and  
13 prevent the duplication of services;

14 (4) Recognize the specific service needs and unique resources

15 available to particular municipalities and provide flexibility in the  
16 implementation of programs;

17 (5) Prevent or minimize the potential for developmental delay in  
18 children prior to children reaching the age of five through provider  
19 training in assessment, intervention and referral;

20 (6) Enhance federally funded school readiness programs, including  
21 early reading first, Head Start, child care, early education for children  
22 with disabilities and Title 1 preschool;

23 (7) Strengthen the family through: (A) Encouragement of parental  
24 involvement in a child's development and education; and (B)  
25 enhancement of a family's capacity to meet the special needs of the  
26 children, including children with disabilities;

27 (8) Reduce educational costs by decreasing the need for special  
28 education services for school age children and to avoid grade  
29 repetition through services that include, but are not limited to, early  
30 language, literacy and prereading development of preschool children  
31 with strategies and professional development based on scientifically  
32 based reading research;

33 (9) Assure that children with disabilities are integrated into  
34 programs available to children who are not disabled; and

35 (10) Improve the availability and quality of school readiness  
36 programs and their coordination with the services of other child care  
37 providers and programs serving infants, toddlers, preschool and after-  
38 school children, birth to five years of age.

39 Sec. 2. Section 10-16p of the general statutes, as amended by section  
40 48 of public act 01-173 and sections 11 to 13, inclusive, of public act 01-  
41 1 of the June special session, is repealed and the following is  
42 substituted in lieu thereof (*Effective July 1, 2002*):

43 (a) As used in sections 10-16o to 10-16r, inclusive, as amended by

44 this act, 10-16u, 17b-749a and 17b-749c, as amended:

45 (1) "School readiness program" means a nonsectarian program that  
46 (A) meets the standards set by the department pursuant to subsection  
47 (b) of this section and the requirements of section 10-16q, as amended  
48 by this act, and (B) provides a developmentally appropriate learning  
49 experience of not less than four hundred fifty hours and one hundred  
50 eighty days for eligible children, provided, for the fiscal years ending  
51 June 30, 1998, and June 30, 1999, the commissioner may approve  
52 programs that provide learning experiences which are for less than  
53 said hours and days;

54 (2) "Eligible children" means children three and four years of age  
55 and children five years of age who are not eligible to enroll in school  
56 pursuant to section 10-15c, or who are eligible to enroll in school and  
57 will attend a school readiness program pursuant to section 10-16t;

58 (3) "Priority school" means a school in which forty per cent or more  
59 of the lunches served are served to students who are eligible for free or  
60 reduced price lunches pursuant to federal law and regulations,  
61 excluding such a school located in a priority school district pursuant to  
62 section 10-266p or in a former priority school district receiving a grant  
63 pursuant to subsection (c) of this section and, on and after July 1, 2001,  
64 excluding such a school in a transitional school district receiving a  
65 grant pursuant to section 10-16u;

66 (4) "Severe need school" means a school in a priority school district  
67 pursuant to section 10-266p or in a former priority school district in  
68 which forty per cent or more of the lunches served are served to  
69 students who are eligible for free or reduced price lunches;

70 (5) "Accredited" means accredited by the National Association for  
71 the Education of Young Children, a Head Start on-site program review  
72 instrument or a successor instrument pursuant to federal regulations,  
73 or otherwise meeting such criteria as may be established by the  
74 commissioner, in consultation with the Commissioner of Social

75 Services;

76 (6) "Approved" means meeting the criteria established by the  
77 commissioner, in consultation with the Commissioner of Social  
78 Services;

79 (7) "Year-round" means fifty weeks per year;

80 (8) "Commissioner" means the Commissioner of Education; and

81 (9) "Department" means the Department of Education.

82 (b) The Department of Education shall be the lead agency for school  
83 readiness. For purposes of this section and section 10-16u, school  
84 readiness program providers eligible for funding from the Department  
85 of Education shall include local and regional boards of education,  
86 regional educational service centers, family resource centers and  
87 providers of child day care centers, as defined in section 19a-77, Head  
88 Start programs, preschool programs and other programs that meet  
89 such standards established by the Commissioner of Education. The  
90 department shall establish standards for school readiness programs.  
91 The standards may include, but need not be limited to, guidelines for  
92 staff-child interactions, curriculum content, including preliteracy  
93 development based on scientifically based reading research, lesson  
94 plans, parent involvement, staff qualifications and training, transition  
95 to school to promote continuity and ensure that social, cognitive and  
96 literacy gains that children make in the preschool are sustained and  
97 expanded once the children begin formal classroom instruction and  
98 administration. The department shall develop age-appropriate  
99 developmental skills and goals for children attending such programs.  
100 The commissioner, in consultation with the Commissioners of Higher  
101 Education, [and] Social Services and Public Health and other  
102 appropriate entities, shall develop a continuing education training  
103 program for the staff of school readiness programs. The department  
104 shall be the lead agency for the state-wide longitudinal evaluation of  
105 the school readiness program, in consultation with the Department of

106 Social Services. For purposes of this section, on and after July 1, 2003,  
107 "staff qualifications" means there is in each classroom an individual  
108 who has at least the following: (1) A credential issued by an  
109 organization approved by the Commissioner of Education and [nine]  
110 twelve credits or more in early childhood education or child  
111 development from an institution of higher education accredited by the  
112 Board of Governors of Higher Education or regionally accredited; (2)  
113 an associate's degree in early childhood education or child  
114 development from such an institution; or (3) a four-year degree in  
115 early childhood education or child development from such an  
116 institution.

117 (c) The Commissioner of Education, in consultation with the  
118 Commissioner of Social Services, shall establish a grant program to  
119 provide spaces in accredited or approved school readiness programs  
120 for eligible children who reside in priority school districts pursuant to  
121 section 10-266p, as amended, or in former priority school districts as  
122 provided in this subsection. Under the program, the grant shall be  
123 provided, in accordance with this section, to the town in which such  
124 priority school district or former priority school district is located.  
125 Eligibility shall be determined for a five-year period based on an  
126 applicant's designation as a priority school district for the initial year  
127 of application, except that if a school district that receives a grant  
128 pursuant to this subsection is no longer designated as a priority school  
129 district at the end of such five-year period, such former priority school  
130 district shall continue to be eligible to receive a grant pursuant to this  
131 subsection. Grant awards shall be made annually contingent upon  
132 available funding and a satisfactory annual evaluation. The chief  
133 elected official of such town and the superintendent of schools for such  
134 priority school district or former priority school district shall submit a  
135 plan for the expenditure of grant funds and responses to the local  
136 request for proposal process to the Departments of Education and  
137 Social Services. The departments shall jointly review such plans and  
138 shall each approve the portion of such plan within its jurisdiction for  
139 funding. The plan shall: (1) Be developed in consultation with the local

140 or regional school readiness council established pursuant to section 10-  
141 16r; (2) be based on a needs and resource assessment; (3) provide for  
142 the issuance of requests for proposals for providers of accredited or  
143 approved school readiness programs, provided, after the initial  
144 requests for proposals, facilities that have been approved to operate a  
145 child care program financed through the Connecticut Health and  
146 Education Facilities Authority and have received a commitment for  
147 debt service from the Department of Social Services pursuant to  
148 section 17b-749i, are exempt from the requirement for issuance of  
149 annual requests for proposals; and (4) identify the need for funding  
150 pursuant to section 17b-749a in order to extend the hours and days of  
151 operation of school readiness programs in order to provide child day  
152 care services for children attending such programs.

153 (d) The Commissioner of Education, in consultation with the  
154 Commissioner of Social Services, shall establish a competitive grant  
155 program to provide spaces in accredited or approved school readiness  
156 programs for eligible children who reside in an area served by a  
157 priority school. A town in which such a school is located or a regional  
158 school readiness council, pursuant to subsection (c) of section 10-16r,  
159 for a region in which such a school is located may apply for such a  
160 grant in an amount not to exceed one hundred thousand dollars per  
161 priority school. Eligibility shall be determined for a five-year period  
162 based on an applicant's designation as having a priority school for the  
163 initial year of application. Grant awards shall be made annually  
164 contingent upon available funding and a satisfactory annual  
165 evaluation. The chief elected official of such town and the  
166 superintendent of schools of the school district or the regional school  
167 readiness council shall submit a plan, as described in subsection (c) of  
168 this section, for the expenditure of such grant funds to the Department  
169 of Education. In awarding grants pursuant to this subsection, the  
170 commissioner shall give preference to applications submitted by  
171 regional school readiness councils and may, within available  
172 appropriations, provide a grant in excess of one hundred thousand  
173 dollars to towns with two or more priority schools in such district. A

174 town or regional school readiness council awarded a grant pursuant to  
175 this subsection shall use the funds to purchase spaces for such children  
176 from providers of accredited or approved school readiness programs.

177 (e) (1) Ninety-three per cent of the amount appropriated for  
178 purposes of this section shall be used for the grant program pursuant  
179 to subsection (c) of this section. Priority school districts and former  
180 priority school districts shall receive grants based on their proportional  
181 share of the sum of the products obtained by multiplying the average  
182 number of enrolled kindergarten students in each priority school  
183 district and in each former priority school district for the three years  
184 prior to the year the grant is to be paid, by the ratio of the average  
185 percentage of free and reduced price meals for all severe need schools  
186 in such district to the minimum percentage requirement for severe  
187 need school eligibility, provided no such school district shall receive a  
188 grant that is less than the grant it received for the prior fiscal year or a  
189 grant that is less than one hundred fifty thousand dollars.

190 (2) Six and five-tenths per cent of the amount appropriated for  
191 purposes of this section shall be used for the competitive grant  
192 program pursuant to subsection (d) of this section.

193 (3) The Department of Education may retain up to five-tenths of one  
194 per cent of the amount appropriated for purposes of this section for  
195 coordination, program evaluation and administration.

196 (4) If a town that is eligible for a grant pursuant to subsection (c) of  
197 this section does not submit, by January first, a plan which is  
198 subsequently approved for the expenditure of the entire amount of  
199 funds for which such town is eligible, the department may use up to  
200 fifty per cent of any amounts such town has not earmarked for  
201 expenditure to provide supplemental grants to other towns that are  
202 eligible for grants pursuant to subsection (c) of this section.

203 (f) Any school readiness program that receives funds pursuant to  
204 this section or section 10-16u shall not discriminate on the basis of race,

205 color, national origin, gender, religion or disability. For purposes of  
206 this section, a nonsectarian program means any public or private  
207 school readiness program that is not violative of the Establishment  
208 Clause of the Constitution of the State of Connecticut or the  
209 Establishment Clause of the Constitution of the United States of  
210 America.

211 (g) Subject to the provisions of this subsection, no funds received by  
212 a town pursuant to subsection (c) or (d) of this section or section 10-  
213 16u shall be used to supplant federal, state or local funding received by  
214 such town for early childhood education, provided (1) a town may use  
215 the greater of (A) twenty-five thousand dollars, or (B) up to five per  
216 cent but no more than fifty thousand dollars of the amount received  
217 pursuant to subsection (c) or (d) of this section or section 10-16u for  
218 coordination, program evaluation and administration, and (2) if a town  
219 provides twenty-five thousand dollars in local funding for early  
220 childhood education coordination, program evaluation and  
221 administration, such town may use up to ten per cent but no more  
222 than seventy-five thousand dollars of such amount for coordination,  
223 program evaluation and administration. Each town that receives a  
224 grant pursuant to said subsection (c) or (d) or section 10-16u shall  
225 designate a person to be responsible for such coordination, program  
226 evaluation and administration and to act as a liaison between the town  
227 and the Departments of Education and Social Services. Each school  
228 readiness program that receives funds pursuant to this section or  
229 section 10-16u shall provide information to the department or the  
230 school readiness council, as requested, that is necessary for purposes of  
231 any school readiness program evaluation.

232 (h) For the first three years a town receives grants pursuant to this  
233 section, such grants may be used, with the approval of the  
234 commissioner, to prepare a facility or staff for operating a school  
235 readiness program and shall be adjusted based on the number of days  
236 of operation of a school readiness program if a shorter term of  
237 operation is approved by the commissioner.



238 (i) A town may use grant funds to purchase spaces for eligible  
239 children who reside in such town at an accredited or approved school  
240 readiness program located in another town. A regional school  
241 readiness council may use grant funds to purchase spaces for eligible  
242 children who reside in the region covered by the council at an  
243 accredited or approved school readiness program located outside such  
244 region.

245 (j) Children enrolled in school readiness programs funded pursuant  
246 to this section shall not be counted (1) as resident students for  
247 purposes of subdivision (22) of section 10-262f, as amended, or (2) in  
248 the determination of average daily membership pursuant to  
249 subdivision (2) of subsection (a) of section 10-261, as amended.

250 Sec. 3. Section 10-16q of the general statutes, as amended by section  
251 14 of public act 01-1 of the June special session, is repealed and the  
252 following is substituted in lieu thereof (*Effective July 1, 2002*):

253 (a) Each school readiness program shall include: (1) A plan for  
254 collaboration with other community programs and services, including  
255 public libraries, and for coordination of resources in order to facilitate  
256 full-day and year-round child care and education programs for  
257 children of working parents and parents in education or training  
258 programs; (2) parent involvement, parenting education and outreach  
259 that allows parents to understand the learning needs of children, is  
260 based on current research on effective parental involvement, fosters  
261 achievement to high standards for all children, is geared toward  
262 lowering barriers to greater participation by parents in preschool and  
263 school for planning and school improvements; (3) (A) record-keeping  
264 policies that require documentation of the name and address of each  
265 child's doctor, primary care provider and health insurance company  
266 and information on whether the child is immunized and has had  
267 health screens pursuant to the federal Early and Periodic Screening,  
268 Diagnostic and Treatment Services Program under 42 USC 1396d, and  
269 (B) referrals for health services, including referrals for appropriate

270 immunizations and screenings; (4) a plan for the incorporation of  
 271 appropriate preliteracy practices and teacher training in such practices  
 272 based on scientifically based reading research; (5) nutrition services; (6)  
 273 referrals to family literacy programs that incorporate adult basic  
 274 education and provide for the promotion of literacy through access to  
 275 public library services if the agency or school determines that a  
 276 substantial number of preschool students served have parents who do  
 277 not have a secondary school diploma or its recognized equivalent or  
 278 who have low levels of literacy; (7) admission policies that promote  
 279 enrollment of children from different racial, ethnic and economic  
 280 backgrounds and from other communities; (8) a plan of transition for  
 281 participating children from the school readiness program to  
 282 kindergarten and provide for the transfer of records from the program  
 283 to the kindergarten program; (9) a plan for professional development  
 284 for staff, including, but not limited to, training (A) in preliteracy skills  
 285 development, and (B) designed to assure respect for racial and ethnic  
 286 diversity; (10) a sliding fee scale for families participating in the  
 287 program pursuant to section 17b-749d; and (11) an annual evaluation  
 288 of the effectiveness of the program. On and after July 1, 2000, school  
 289 readiness programs shall use the assessment measures developed  
 290 pursuant to section 10-16s in conducting their annual evaluations.

291 (b) The per child cost of the Department of Education school  
 292 readiness component of the program offered by a school readiness  
 293 provider shall not exceed the foundation, as defined in subdivision (9)  
 294 of section 10-262f, as amended. A school readiness provider may  
 295 provide child day care services and the cost of such child day care  
 296 services shall not be subject to such per child cost limitation.

297 (c) A local or regional board of education may implement a sliding  
 298 fee scale for the cost of services provided to children enrolled in a  
 299 school readiness program.

300 (d) A school readiness program or a group of school readiness  
 301 programs may apply for an early reading first competitive grant if they

302 demonstrate how the competitive grant will be used to: (1) Provide  
303 services and use instructional materials that are based on scientifically  
304 based reading research on early language acquisition, prereading  
305 activities and the development of spoken vocabulary skills; (2) provide  
306 assistance to children experiencing difficulty with spoken language,  
307 prereading and early reading skills, to make the transition from  
308 preschool to formal classroom instruction in school; (3) provide  
309 professional development that is based on scientifically based reading  
310 research knowledge of early language and reading development for  
311 the preschool staff; and (4) coordinate and align preliteracy training,  
312 goals and implementation plans with the reading and literacy  
313 partnership's reading first plan, goals and K-3 teacher training.

314 (e) The Department of Education may apply for federal dollars to  
315 create, in collaboration with appropriate New England nonprofit and  
316 public agencies, a New England center for teacher training in literacy.  
317 The center will train new and continuing teachers, preschool through  
318 elementary school, in the new research based reading research  
319 findings, methodology, assessment, interventions, curriculum modules  
320 and models of whole school intervention to render reading a skill  
321 available to every child in K-3 classrooms.

322 Sec. 4. Subsection (a) of section 10-16r of the general statutes, as  
323 amended by section 14 of public act 01-1 of the June special session, is  
324 repealed and the following is substituted in lieu thereof (*Effective July*  
325 *1, 2002*):

326 (a) A town seeking to apply for a grant pursuant to subsection (c) of  
327 section 10-16p, as amended by this act, or section 10-16u shall convene  
328 a local school readiness council or shall establish a regional school  
329 readiness council pursuant to subsection (c) of this section. Any other  
330 town may convene such a council. The chief elected official of the town  
331 or, in the case of a regional school district, the chief elected officials of  
332 the towns in the school district and the superintendent of schools for  
333 the school district shall jointly appoint and convene such council. Each

334 school readiness council shall be composed of: (1) The chief elected  
335 official, or the official's designee; (2) the superintendent of schools, or a  
336 management level staff person as the superintendent's designee; (3)  
337 parents; (4) representatives from local programs such as Head Start,  
338 family resource centers, nonprofit and for-profit child day care centers,  
339 group day care homes, prekindergarten and nursery schools, and  
340 family day care home providers; and (5) other representatives from the  
341 community who provide services to children or the community  
342 including librarians, child health experts and business leaders. The  
343 chief elected official shall designate the chairperson of the school  
344 readiness council.

345 Sec. 5. Subsection (a) of section 17b-749c of the general statutes is  
346 repealed and the following is substituted in lieu thereof (*Effective July*  
347 *1, 2002*):

348 (a) The Commissioner of [Social Services, in consultation with the  
349 Commissioner of] Education [.] shall establish a program, within  
350 available appropriations, to provide, on a competitive basis,  
351 supplemental quality enhancement grants to providers of child day  
352 care services or providers of school readiness programs pursuant to  
353 section 10-16p, as amended by this act and section 10-16u. Child day  
354 care providers and school readiness programs may apply for a  
355 supplemental quality enhancement grant at such time and on such  
356 form as the [Commissioner of Social Services] commissioner  
357 prescribes.

358 Sec. 6. Subsection (c) of section 17b-749c of the general statutes, as  
359 amended by section 11 of public act 01-175, is repealed and the  
360 following is substituted in lieu thereof (*Effective July 1, 2002*):

361 (c) The grants shall be used to:

362 (1) Help providers who are not accredited by the National  
363 Association for the Education of Young Children to obtain such  
364 accreditation;

365 (2) Help directors and administrators to obtain training in  
366 administration, financing, quality assurance, facilities planning or  
367 growth;

368 (3) Provide comprehensive services, such as enhanced access to  
369 health care, behavioral health assessment, intervention and referrals, a  
370 health consultant, nutrition, family support services, parent education,  
371 literacy and parental involvement, and community and home outreach  
372 programs; and provide information concerning access when needed to  
373 a speech and language therapist;

374 (4) Purchase educational equipment;

375 (5) Provide scholarships for training to obtain a child development  
376 associate certificate;

377 (6) Provide training for persons who are mentor teachers, as defined  
378 in federal regulations for the Head Start program, and provide a  
379 family service coordinator or a family service worker as such positions  
380 are defined in such federal regulations;

381 (7) Repair fire, health and safety problems in existing facilities and  
382 conduct minor remodeling to comply with the Americans with  
383 Disabilities Act; train child care providers on injury and illness  
384 prevention; and achieve compliance with national safety standards;

385 (8) Create a supportive network with family day care homes;

386 (9) Provide for educational consultation and staff development;

387 (10) Provide for program quality assurance personnel;

388 (11) Provide technical assistance services to enable providers to  
389 develop child care facilities pursuant to sections 17b-749g, 17b-749h  
390 and 17b-749i; or

391 (12) Establish a single point of entry system.

392       Sec. 7. (NEW) (*Effective July 1, 2002*) The Department of Education  
393 shall oversee the 21<sup>st</sup> century community learning centers to (1)  
394 provide opportunities for academic enrichment, (2) offer students a  
395 broad array of programs and activities such as art, music, recreation,  
396 technology education and violence prevention programs that are  
397 designed to reinforce and complement the regular academic program  
398 of participating students, and (3) offer families opportunities for  
399 literacy and related educational development. The Department of  
400 Education shall be the lead agency for out of school time activity and  
401 shall, within available resources, (A) assess the state's resource needs  
402 for before and after school activities, (B) implement effective strategies,  
403 including providing ongoing technical assistance and training,  
404 evaluation and dissemination of promising practices, (C) coordinate  
405 the schools of the 21<sup>st</sup> century with other components of the  
406 Elementary and Secondary School Act such as early reading first,  
407 reading first, preschool, safe learning and with other after school  
408 programs on the state level, and (D) coordinate training and other  
409 resources for out of school time programs, across agency, to maximize  
410 hours, standards and a commitment to excellence in outcomes for  
411 young children.

412       Sec. 8. Section 10-221l of the general statutes, as amended by section  
413 17 of public act 01-1 of the June special session, is repealed and the  
414 following is substituted in lieu thereof (*Effective July 1, 2002*):

415       The Department of Education shall develop, within available  
416 appropriations, a State-Wide Early Reading Success Institute for  
417 educators based on the review completed by the Early Reading Success  
418 Panel pursuant to section 10-221j and the assessments conducted  
419 pursuant to section 10-221k. The institute shall commence operation in  
420 the 2000-2001 school year. The institute shall use training curriculum  
421 that incorporates comprehensive instruction in reading as determined  
422 by the Early Reading Success Panel pursuant to section 10-221j, to  
423 include, but not be limited to: (1) Instructional strategies that can be  
424 adapted for each student's needs; (2) early screening and ongoing

425 assessment to determine which individual students need additional  
 426 instruction; (3) teaching of oral language competencies, including  
 427 phonological awareness, vocabulary, listening comprehension and  
 428 grammatical skills; (4) systematic teaching of word identification skills  
 429 including phonics instruction and instruction in phonemic awareness;  
 430 [and] (5) teaching of comprehension competencies, including the use of  
 431 context to infer meaning; (6) instruction in the use of screening,  
 432 diagnostic and classroom-based instructional reading assessments that  
 433 effectively identify students who may be at risk for reading failure or  
 434 who are having difficulty reading; and (7) preparing teachers to  
 435 identify specific reading barriers facing their students so the teachers  
 436 have the tools to effectively help their students learn to read.

437 Sec. 9. Section 10-265g of the general statutes, as amended by section  
 438 22 of public act 01-1 of the June special session, is repealed and the  
 439 following is substituted in lieu thereof (*Effective July 1, 2002*):

440 (a) Each local and regional board of education for a priority school  
 441 district shall offer a summer reading program, as described in  
 442 subsection (d) of section 10-265f, as amended, to children enrolled in  
 443 kindergarten in the schools under its jurisdiction who are determined  
 444 by their teachers to need additional reading and reading readiness  
 445 instruction.

446 (b) For each school year commencing on or after July 1, 1999, each  
 447 local and regional board of education for a priority school district shall  
 448 require the schools under its jurisdiction to evaluate the reading level  
 449 of students enrolled in grades one to three, inclusive, in the middle of  
 450 the school year and at the end of the school year. A student shall be  
 451 determined to be substantially deficient in reading based on measures  
 452 established by the State Board of Education. Each school shall provide  
 453 a reading program for such students that incorporates the  
 454 competencies required for early reading success and effective reading  
 455 instruction as delineated in section 10-221l, as amended by this act.

456 (c) If a student is determined to be substantially deficient in reading

457 based on [:(1) The] screening, diagnostic and classroom based  
 458 instructional reading assessments and other procedures that effectively  
 459 identify students who may be at risk for reading failure by the middle  
 460 of the year, [evaluation,] the school shall (1) notify the parents or  
 461 guardian of the student of such result informing them of the reading  
 462 plan and strategy, materials, curriculum and how they can participate  
 463 in at home and at school to meet reading goals for their child; and (2)  
 464 [the end of the year evaluation, the school shall] develop a personal  
 465 reading plan for such student using instructional materials, program,  
 466 strategy and approaches based on scientifically based reading research  
 467 in early intervention, reading remediation, materials, programs and  
 468 approaches. The personal reading plan shall include measures to  
 469 improve the student's reading level, such as tutoring with a reading  
 470 fellow, reading specialist or teacher trained in scientifically based  
 471 reading research, a transitional class, or a summer reading program as  
 472 described in subsection (d) of section 10-265f, as amended. Promotion  
 473 of such student from grade to grade shall be based on documented  
 474 progress in achieving the goals of the personal reading plan or  
 475 demonstrated reading proficiency. If a decision is made to promote a  
 476 student who is substantially deficient in reading from third to fourth  
 477 grade, the school principal shall provide written justification for such  
 478 promotion to the superintendent of schools. A personal reading plan  
 479 that incorporates the competencies required for early reading success  
 480 and effective reading instruction as delineated in section 10-221l, as  
 481 amended by this act, shall be maintained for a student who is  
 482 substantially deficient in reading until the student achieves a  
 483 satisfactory level of proficiency.

484 [(c)] (d) The superintendent of schools shall report to the  
 485 Commissioner of Education the information such superintendent  
 486 receives pursuant to subsection (b) of this section regarding the  
 487 number of students who are substantially deficient in reading and are  
 488 promoted from third to fourth grade. The State Board of Education  
 489 shall prepare and publish a report containing such information.



490       Sec. 10. (*Effective from passage*) The Commissioners of Education and  
 491 Higher Education shall, within available appropriations, provide for a  
 492 study of teacher education programs at institutions of higher  
 493 education that provide coursework in reading instruction. The  
 494 commissioners shall review and evaluate how such programs are  
 495 implementing the recommendations of the report of the Early Reading  
 496 Success Panel pursuant to section 10-221j of the general statutes. On or  
 497 before October 1, 2002, the commissioners shall report, in accordance  
 498 with the provisions of section 11-4a of the general statutes, to the joint  
 499 standing committee of the General Assembly having cognizance of  
 500 matters relating to education on their findings, including a plan of  
 501 implementation requiring that institutions of higher education that  
 502 provide coursework in reading instruction incorporate the  
 503 recommendations of the report of the Early Reading Success Panel as  
 504 part of the curriculum at such institutions.

This act shall take effect as follows:	
Section 1	<i>July 1, 2002</i>
Sec. 2	<i>July 1, 2002</i>
Sec. 3	<i>July 1, 2002</i>
Sec. 4	<i>July 1, 2002</i>
Sec. 5	<i>July 1, 2002</i>
Sec. 6	<i>July 1, 2002</i>
Sec. 7	<i>July 1, 2002</i>
Sec. 8	<i>July 1, 2002</i>
Sec. 9	<i>July 1, 2002</i>
Sec. 10	<i>from passage</i>

***Statement of Purpose:***

To ensure that all young children have a fair, equal, and significant opportunity to obtain a quality education; to close the achievement gap between high and low performing children, especially the achievement gap between minority and nonminority students, to align preschool with high-quality K-3 education expectations to bolster performance, continuity and educational accountability, to offer parents substantial and meaningful opportunities to participate in the education of their children to coordinate services in early care and

education with each other and to enhance the school readiness of preschool children through high quality oral language and literature-rich environments and to transfer the authorization of the quality enhancement grant to the Department of Education.

*[Proposed deletions are enclosed in brackets. Proposed additions are indicated by underline, except that when the entire text of a bill or resolution or a section of a bill or resolution is new, it is not underlined.]*